

ENGLISH TEACHERS STRATEGY IN TEACHING SPEAKING

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ABSTRACT

For Indonesian country, speaking has been one of compulsory skill from junior high school to university level. It is directed for students so that they can communicate well in the global context. But many students feel uncomfortable and not confident to speak english.

Based on the research that had been done at Dc two english course, Pare english village East Java. Total brain strategy is very good strategy that can solve students problems in learning english especially in speaking lesson.

To minimize it students must have more practice like do not too focus on the grammar at first, start learn english about phrases and sentences. Taking an english course that focus on material how to speak english fluently, always speak english in daily life frequently even wrong, and they also must be brave to speak english with foreign people from another country. These tips can be useful if students truly focus to speak in another language especially in english language.

Keyword: Perception of Total Brain Strategy In Speaking English

INTRODUCTION

Language has presented a number of definitions of speaking. The word "speak" is comes from the term "speak." The Oxford dictionary defines "speak" as "to say things; to talk, to be able to use a language, to make a speech, to express ideas, opinions, and so on." The spoken use of language to communicate with others is referred to as speaking.

In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language. According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, Speaking has often been dealt with in a similar way in language teaching.

As we can see, there are many reasons why people speak to each other. One primay use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the converstaion can introduce a variety of subjects.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to

mastered all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners

because from this activity people can un derstood what the other said who use a foreign language too.

METHOD

This research focuses on students who has difficulties in learn how to be able to speak english fluently at Dc two english course in Pare english village east java and the researcher use qualitative research with descriptive approach.

According to Sugiyono (2010:15), qualitative methods are research methods based on the philosophy postpositivisme, used to examine the condition of natural objects, and sampling the source of data is done using purposive and snowball sampling methods, with triangulation of data collection methods (combined) The results of data collection could be inductive or qualitative.

FINDINGS AND DISCUSSION

This research was conducted to find out the improving of the students' speaking skill in English lesson by using total brain strategy. Total brain is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that total brain strategy was effective or could be used in teaching speaking. So it could be concluded that the result of the research showed that the implementation of action learning strategy could improve the students ability in speaking. It could be seen from the qualitative data that shows the students was active and spirit in teaching learning process.

CLOSING

Conclusion

Total brain strategy can improve students speaking ability, it showed from the students response

toward the teaching and learning activity. It can be concluded that the students like total brain strategy. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

The students were more active and participated in the teaching-learning process of speaking. Therefore, total brain strategy can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking.

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